

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JULY 9, 2020**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	<b>DIGITAL CAMPUS UPDATE</b>	Action Item
2	<b>FALL SCHOOL REOPENING FRAMEWORK</b>	Action Item

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JULY 9, 2020**

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**SUBJECT**

Digital Campus Implementation

**REFERENCE**

June 10, 2020	The Board approved and forwarded a request to the Coronavirus Financial Advisory Committee (CFAC) for \$4M to support development of a system-wide digital campus for postsecondary education.
June 29, 2020	The Board received an update on CFAC funding and two different potential models for a digital campus in Idaho.

**BACKGROUND/DISCUSSION**

In May 2020, a working group was formed to explore the concept of a “digital campus” that would deliver low-cost, high-quality, online postsecondary educational experiences to Idahoans regardless of their location. A digital campus would also provide means for Idaho students to secure work that is both financially and personally fulfilling long-term, enabling them to play an enhanced role in their communities across the state. In an effort to design a digital campus that is sufficiently viable, feasible, and desirable as a postsecondary innovation in Idaho, the working group consulted prominent online and continuing education leaders and models from aspirational institutions/systems, as well as the accumulated knowledge of Idaho’s academic community.

Two models for launching an effective digital campus in Idaho were presented to the Board at a Special Board meeting on June 29, 2020. Of the two models, only the “Idaho Online” model meets the U.S. Treasury Department guidelines for funding from CFAC. As such, the details of the Idaho Online approach were presented to CFAC on June 26 as part of the Board’s proposal for \$4M to begin development of a digital campus in Idaho. CFAC voted unanimously to support the request.

The Idaho Online model is a system approach to online higher education that consolidates necessary courses, degrees, services, and resources of our current institutions into a digital campus that adapts to the needs of faculty and students. The Idaho Online model also builds directly on the work Idaho’s university and college presidents have conducted over the past two months to develop an inventory of online higher education course and program offerings.

The first attachment outlines an implementation plan for laying the foundation of the Idaho Online model using the CFAC funds over the next six months. The second attachment describes a longer-term business model for Idaho Online, including anticipated expense and revenue streams.

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**IMPACT**

Approving the proposed implementation plan will allow the Board to immediately begin making full use of the approved CFAC funding and lay a strong foundation for a digital campus that will fortify higher education in Idaho by delivering low-cost, high-quality, online educational experiences to Idahoans regardless of their location.

**ATTACHMENTS**

Attachment 1 – Idaho Online Initial Implementation Plan  
Attachment 2 – Idaho Online Draft Business Model

**STAFF COMMENTS AND RECOMMENDATIONS**

Successful models of digital campuses in other states, including New York, Florida, Texas, and Georgia, have greatly informed the Idaho Online model. These other models provide empirical evidence that developing a next-generation digital learning environment and online marketplace are powerful methods for increasing access and success for more students. Additionally, in response to the Coronavirus pandemic, key aspects of the Idaho Online model would benefit our academic community by the end of the calendar year. These key aspects include a statewide course sharing platform, access to an alternative enterprise learning management system, professional development programs/resource to help faculty transition to hybrid/flexible instruction, and the expansion of dedicated wrap-around services for online students. These investments in online education would ensure greater continuity of course delivery in times of crisis and would prove relevant to any form of instruction (online, in-person, or otherwise). Looking to the example set by other states, the Idaho Online model could, in the long term, become increasingly independent by pursuing its own accreditation, developing its own courses, and curating content from other sources. Like those peer examples, however, any long-term vision should be contingent on the needs of Idaho's academic community and availability of resources necessary to maintain high quality content and delivery. Staff recommends the Board approve the Idaho Online Initial Implementation Plan, as attached.

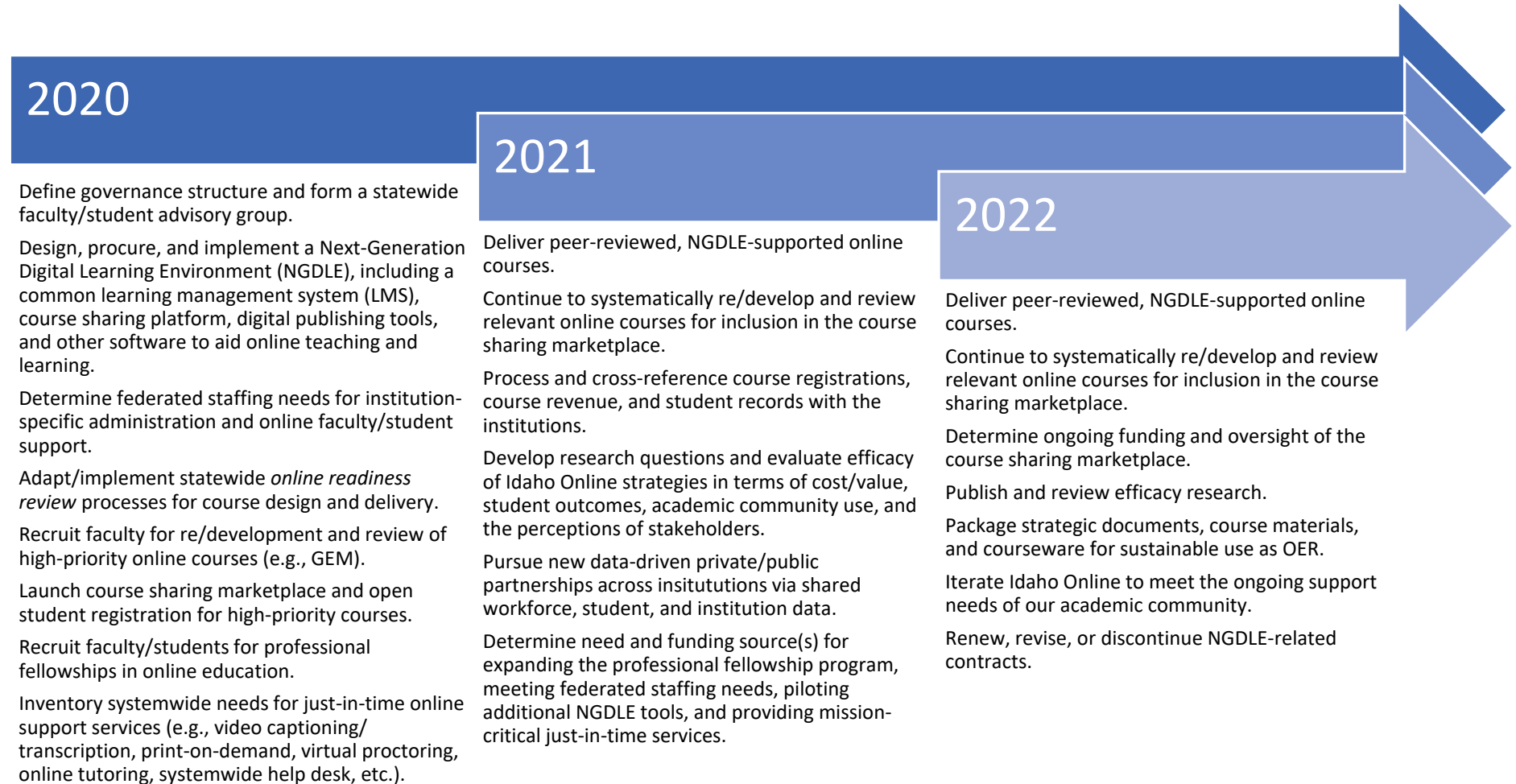
**BOARD ACTION**

I move to approve the Idaho Online Initial Implementation Plan set forth in Attachment 1, and to direct staff to work with the Governor's Office to access the \$4M from the Coronavirus Financial Advisory Committee for implementation of the plan between now and December 30, 2020.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

## Initial Implementation Plan

Idaho Online is initially designed as a three-year, state-level investment in higher education. The strategies listed below are intended to fortify our eight institutions in the delivery of online and technology-enhanced learning experiences and inform the ongoing decisions of education leaders in Idaho. If Idaho Online's portfolio of tools and services prove effective in producing more resilient teaching and learning in our state, additional funds and business models may be developed with the institutions:



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**ATTACHMENT 1**

**Spending Plan**

The table below identifies intended distribution of CFAC funding by December 31, 2020, and highlights potential ongoing financial needs:

<b>Item</b>	<b>Description</b>	<b>Cost</b>	<b>Notes</b>
<b>Course Sharing Platform</b>	A digital marketplace and student registration portal where institutions share peer-reviewed, NGDLE-optimized online courses in Idaho	\$50,000 + % of course revenue	Whether developed/maintained in-state or by third-party vendor, a % of course revenue will fund administrative costs
<b>Common LMS</b>	An alternative enterprise LMS that may be used by all public postsecondary students and faculty	\$1,800,000	Estimate is for a three-year subscription with 24x7 user support
<b>Teaching and learning tools</b>	Technology tools to enhance online teaching and learning (screen capture, student response platform, interactive media, digital collaboration, etc.)	\$500,000	Estimate considers pricing for short-term pilots and 3-year licenses.
<b>Just-in-time services for faculty/students</b>	Wrap-around support services for online students and faculty (captioning, print-on-demand, proctoring, etc.)	\$250,000	Estimate considers current needs. Ongoing needs will be assessed this fall.
<b>Federated Staffing Grants</b>	Depending on institution size/complexity, the support of 3+ staff/faculty from each institution	\$720,000	Funding only applies to Fall Semester 2020. Ongoing funding/needs will need to be determined this fall.
<b>Faculty/Student Professional Fellowships</b>	Professional development opportunities in the design, delivery, research, and continuous improvement of online education systemwide, including the design and development of stackable credentials	\$680,000	This estimate is for one round of fellowship funding. Additional funds will be necessary to continue supporting and expand this cohort of fellows
	<b>TOTAL</b>	<b>\$4,000,000</b>	

# Idaho Online Draft Business Model

## Business Model

<p><b>Key Partners</b></p> <ul style="list-style-type: none"> <li>Idaho public institutions: BSU, CEI, CSI, CWI, LCSC, NIC, ISU, NIC</li> <li>Other colleges/universities (e.g., WGU) and interstate consortia/associations</li> <li>Idaho agencies and entities: WDC, CTE, ICFL, IDLA, etc.</li> <li>Software vendors (e.g., course sharing platform, <b>LMS</b>, virtual proctoring, <b>VR/AR/XR</b> platform, video conferencing, digital publishing, media captioning and accessibility, adaptive learning platform, assessment tools, cloud sharing/collaboration, etc.)</li> </ul> <p><b>Partner Resources</b></p> <ul style="list-style-type: none"> <li>Regionally accredited courses</li> <li>Federated personnel</li> <li>Enrolled students</li> <li>Labor data access</li> <li>Network of Idaho employers</li> <li>Stackable credential frameworks</li> <li>Workforce development</li> <li>Academic/public libraries</li> <li>Statewide licenses for a <b>NGDLE</b></li> </ul> <p><b>Partner Activities</b></p> <ul style="list-style-type: none"> <li>Student record management</li> <li>Course/instructor sharing</li> <li>Online efficacy research</li> <li>Cooperative support/administration of online tools and services</li> <li>Market/labor research</li> <li>Course material publishing/printing</li> <li>Software user and integration support</li> </ul>	<p><b>Key Activities</b></p> <ul style="list-style-type: none"> <li>Course sharing</li> <li>State-level registration and payment portal for online courses</li> <li>Instructional design support</li> <li>Publishing <b>OER</b> and open courseware</li> <li>Online readiness review</li> <li>Co-developing faculty/courses</li> <li>Negotiate and provision digital tools</li> <li>Consolidating statewide student and labor data</li> <li>Conducting online efficacy research</li> <li>Program reporting</li> </ul> <p><b>Key Resources</b></p> <ul style="list-style-type: none"> <li>Course sharing marketplace</li> <li>Efficacy research</li> <li>NGDLE</li> <li>Course/faculty <b>QA</b></li> <li>Faculty/student development</li> <li>OER publications</li> <li>Federated staff</li> </ul>	<p><b>Value Propositions</b></p> <ul style="list-style-type: none"> <li>Fortify Idaho's higher education institutions in direct response to the current public health crisis and future crises</li> <li>Reconcile the varying cost of online courses across the system</li> <li>Provide greater transparency about online learning opportunities in Idaho</li> <li>Lower prices on technology licenses via the buying power of a statewide <b>FTE</b></li> <li>Ensure the quality and improvement of online higher education in Idaho</li> <li>Ensure more consistent online teaching/learning</li> <li>Ensure on-demand, just-in-time access to technology and course materials</li> <li>Build a case for an extra-institutional investment in a statewide LMS</li> <li>Situate online education as fundamental to all scholarly activity</li> <li>Effectively grow the online market for Idaho's higher education institutions</li> <li>Grow accessible, affordable, and flexible learning in Idaho</li> </ul>
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## Customer Model

<b>Customer Relationships</b> <ul style="list-style-type: none"><li>• Raise online education standards for higher education</li><li>• Conduct and showcase scholarly work across Idaho</li><li>• Non-commercial services for Idaho institutions</li><li>• Support institution faculty, staff, and students</li><li>• Champion State Board of Education initiatives</li></ul>	<b>Customer Segments</b> <ul style="list-style-type: none"><li>• Current high school and higher education students in Idaho</li><li>• Students beyond Idaho (via course sharing consortia)</li><li>• Adult learners who want to “try before they buy” the pursuit of postsecondary credentials or degree completion</li><li>• Prospective students who are place-bound and not confident in online learning</li><li>• Faculty/institutions/employees who want more training and/or scholarly opportunities</li></ul>
<b>Channels</b> <ul style="list-style-type: none"><li>• Educational institutions</li><li>• Academic/public libraries</li><li>• State-level website(s)</li><li>• Research publications</li><li>• Online/OER networks</li></ul>	

## Financial Model

<b>Cost Structure (Listed Highest- to Lowest-cost)</b> <ul style="list-style-type: none"><li>• Startup costs (multi-year contracts with vendors)</li><li>• Salary sharing between institutions and Idaho Online for centralized and federated staffing</li><li>• Salary sharing or financial incentives to launch new professional learning opportunities (internships, externships, co-ops, etc.)</li><li>• Cost of printing and distributing physical course materials on-demand</li><li>• Compensation of faculty who contribute to QA as peer reviewers</li><li>• Professional development funds for faculty/student fellowships</li><li>• Ongoing licensing and administration costs</li></ul>	<b>Revenue Streams</b> <ul style="list-style-type: none"><li>• \$4M in CARES Act funding via CFAC</li><li>• Small percentage of student tuition to cover costs of course sharing</li><li>• Modest, proportional annual dues from each institution to cover centralized administration (i.e., a cooperative funding model)</li><li>• Private-public partnerships for continuing/professional education</li><li>• Contributions by businesses to build industry-specific credentials</li></ul>
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## Other Considerations

### **How many new students do we hope to bring to higher education that wouldn't have come otherwise?**

- This number is difficult to predict, but the Idaho Online model has several strategies for bringing students to higher education who wouldn't have come otherwise:
  - Partnerships with Idaho employers will build new pathways to careers, upskilling opportunities, and professional development that culminates in stackable credentials that hold persistent value within Idaho
  - Interstate course sharing could reach and recruit students outside of Idaho
  - Advance access (either online or through libraries) to courses, required materials, and syllabi can make college coursework seem less daunting and motivate Idahoans to pursue postsecondary credentials or degree completion
  - Direct implementation of CCA, PLA, and other Board initiatives into the development and delivery of online courses will remove barriers of entry and persistence for students as they pursue degrees while also modeling implementation strategies that Idaho institutions may borrow to help their on-ground students finish degrees
  - Pooling of student analytics system-wide would help us find pressure points for current students and help us retain those who are currently enrolled
  - Improved quality assurance of courses, reliable access to course content, and deliberate faculty/student development for online instruction to ensure that fewer students drop fail or withdraw
  - Co-development of online courses programs around market/labor data to create more relevant educational opportunities for prospective students

### **How many students will supplement their path-to-degree with courses from other institutions?**

- Every student, whether she is taking online classes or not, could find her education supplemented by the Idaho Online services detailed above:
  - Course costs and fees will be brought into alignment
  - Digital tools, services, and course materials will be available on-demand
  - Students will not need to delay progress toward a degree if other institutions are offering the same course online
  - Path-to-degree is just the beginning under a life-long curriculum, where students in Idaho will find increasing opportunities to learn as they enter their careers and employers partner with Idaho Online for reskilling, alternative credentialing, and continuing education
  - Course sharing and centralized student data tools streamline transfer between institutions (i.e., pathways from AA to BA)
  - Depending on student needs, participation in a course sharing network may also make novel courses and delivery models available

## Highlighted Term Glossary

- **LMS - Learning Management System.** LMSs are software applications used for the administration, documentation, tracking, reporting, automation and delivery of educational courses, training programs, or learning and development programs. LMSs are the backbone of training new faculty and developing standard course templates for online learning
- **VR/AR/XR - Virtual/Augmented/Extended Reality.** VR encompasses all virtually immersive experiences. AR is an overlay of computer generated content on the real world. XR refers to all real-and-virtual environments generated by computer technology and wearables. The 'X' in XR is a variable that can stand for any letter. VR/AR/XR experiences have matured greatly, especially in reproducing immersive educational simulations.
- **NGDLE - Next-Generation Digital Learning Environment.** A NGDLE aligns digital resources (LMS, media development, digital publishing, student response, screen capture, proctoring, ePortfolio, webcasting, etc.) with the actual practices of the academic community so that faculty and students are strategically well-resourced.
- **QA - Quality Assurance.** QA involves continuous improvement of courses/faculty in online education and is best realized by innovating time-tested rubrics (e.g., Quality Matters) in partnership with specific faculty and disciplines. Doing so positions Quality Matters as the baseline for what high-quality online courses look like when faculty are well trained and empowered to do more.
- **OER - Open Educational Resources.** OER are freely available, high-quality learning materials that can be downloaded, edited, and shared to better serve all students. In the case of Idaho Online, OER are not just free digital course materials but also courseware and scholarship/research
- **FTE - Full-Time Enrolled (students).** FTE is how most software vendors calculate license costs; Idaho has roughly 42,000 FTE across its eight higher education institutions.

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**SUBJECT**

Idaho Back to School Framework

**REFERENCE**

March 23, 2020	Idaho State Board of Education (Board) approved a soft closure of all public schools in Idaho through April 20, 2020.
April 6, 2020	Board extended the public school soft closure through the remainder of the academic school year with the option of an earlier entry under certain criteria. Additional action included recommendations to the Governor on statutory provision suspensions, and waiver of the number of hours of instruction that make up a semester credit.
April 16, 2020	Board approved re-entry criteria following the soft closure of schools due to the coronavirus pandemic.
May 4, 2020	Board approved minimum requirements for school districts and charter school to bring students back on campus after the soft closure.

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-116, and 33-512, Idaho Code

**BACKGROUND/DISCUSSION**

At the March 23, 2020 Special Board meeting, the Board set a soft closure for all public schools in Idaho until April 20, 2020. The soft closure restricted schools from holding in-person classes in the buildings, in alignment with Centers for Disease Control and Prevention (CDC) social distancing guidelines for group settings. The soft closure and subsequent guidelines posted on the Board website (<https://boardofed.idaho.gov/coronavirus-covid-19-resources/>) clarified distance learning expectations for the schools and provided information on additional operational areas through the remainder of the 2019-2020 school year. Due to the continued developments as a result of the coronavirus pandemic, at the April 6, 2020 Special Board meeting, the Board extended the soft closure through the end of the school year, including summer. This action included a provision that would allow school districts and charter schools who can meet criteria set by the Board in consultation with state public health officials to return to normal operation prior to the end of their local academic school year. At the April 16, 2020 Board meeting, the Board approved criteria for school districts to resume teaching students in face-to-face classrooms. At the May 4, 2020 Board meeting the Board amended the April 16, 2020 approved criteria to provide additional clarification and flexibility. At this time, the Governor's K-12 Emergency Council also identified the need for a working group to be established to start planning for the fall and students' return to school.

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Two committees were formed: Public School Reopening Committed and Digital Divide Committee. Both committees convened in early June, and include Board members Critchfield and Clark, legislators, Department of Education staff, school district and charter school administrators, operations staff, business and industry representatives and local health officials. President Critchfield chairs the Public Schools Reopening Committee. Due to the broad range of instructional and operational issues that needed to be covered, the committees then broke up into smaller groups that focused on each of these more specific areas and brought in additional subject matter experts to help with the more focused issues. The Public School Reopening Committee has developed a framework for school districts and charter schools to use in planning for the 2020-2021 school year. This framework is provided in Attachment 1.

**IMPACT**

Board action will provide school districts and charter schools with expectations and a compilation of best practices and recommendations that should be considered as they develop their plans for returning students to school in the fall, and how they will respond to varying levels of potential transmission of the Coronavirus in their local communities.

**ATTACHMENTS**

Attachment 1 – Idaho Fall Back to School Framework  
Attachment 2 – Idaho Health Authorities COVID-19 Guidance for Schools

**STAFF COMMENTS AND RECOMMENDATIONS**

The Idaho Back to School Framework identifies expectations, guidelines, and best practices to support local governance and a successful 2020-2021 school year, delivering on Idaho's constitutional obligation for a free, uniform, and thorough public education system during these extraordinary times. School districts and charter schools will use this framework to help guide their response based on their local community's situation. This framework is provided to help school districts and charter schools to plan in advance for varying levels of transmission of the Coronavirus within their local communities so that they can continue to provide quality instruction to all students throughout the year so that students grow and progress through the education continuum.

Recommendations and areas of consideration outlined within this document are based on recommendations from federal and state resources, Idaho education stakeholders, and local and national best practices. Some school districts and charter schools will not be able to address or implement all the strategies outlined in the framework due to their local resources and building infrastructure; and circumstances may dictate that some districts alter strategies as the health situation in their area changes. The considerations identified in the framework are not a mandate on how any school must respond, but a resource to be used. In addition to the high level considerations in the framework, additional resources are being curated on the State Department of Education website at:

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<http://www.sde.idaho.gov/re-opening/index.html>. The categories of transmission identified within the framework are those developed by the Department of Health and Welfare along with the local public health districts. This alignment allows for the local public health districts to identify the level of transmission in the community a school may be located in while the local board of trustees or charter school board of directors identifies how the school will respond. The public health authorities' guidance that identifies these categories can be found here: <https://coronavirus.idaho.gov/wp-content/uploads/2020/06/COVID-19-Guidance-Schoolsv2-06-19-20.pdf>.

The responsibility and expectations for schools in the fall are that every school district and charter school is responsible for providing a safe and healthy learning environment for all students and a safe work environment for all staff. Parents and guardians can expect their local public schools to provide a quality education that meets the state's minimum standards and prepares the students for their next level of education or to move into the workforce. To that end, local education agencies are responsible for providing instruction and other related educational services to all students during these difficult times, and they will need to use a variety of strategies to ensure all students have access to consistent learning opportunities, including students receiving special education services. In order to meet this responsibility it is anticipated schools will need to use a blended learning approach to education as schools move up or down through the categories of community transmission or confirmed cases are identified within a school building. Blended learning incorporates a variety of learning modalities to provide instruction, including traditional instruction, on-line or distance learning or hybrid of these approaches to provide instruction to students.

Staff recommends adoption of the framework provided in Attachment 1.

**BOARD ACTION**

I move to adopt the Idaho Back to School Framework as provided in Attachment 1

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



# IDAHO BACK TO SCHOOL FRAMEWORK 2020



Disclaimer: The Idaho Back to School Framework provides expectations, guidelines and best practices to ensure a safe and successful 2020-2021 school year. This document is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity by any party against any person or entity, including but not limited to the State of Idaho, its departments, agencies, entities, officers, employees, or agents.

Multiple state plans and reference documents were used to develop the Idaho Back to School Framework.



LETTER FROM THE GOVERNOR

July 9, 2020 | 2

**DEAR IDAHO SCHOOL LEADERS, EDUCATORS, SCHOOL STAFF, AND PARENTS,**

The last several months have presented extraordinary challenges for Idaho students, parents, educators, and staff.

I'm sincerely thankful to our educators and school staff for continuing to serve our youngest citizens. The rapid closure of schools in the spring demonstrated the importance of Idaho's public school system to our families, communities, and larger economy.

I expect all our school buildings to safely reopen in the fall for in-person instruction. Despite incredible advances in digital learning, you can never replace the value and impact of in-person interaction with a professional, dedicated teacher.

The Idaho Constitution outlines our duty to establish a thorough and uniform system of education. The COVID-19 pandemic has tested our ability to meet this obligation.

The Idaho Back to School Framework outlines the expectations, support for local governance and decision-making, and guidance and best practices on the key operational components for safe reopening in the fall.

The 2020-2021 school year certainly will not look the same as in previous years. However, we must prioritize the opening of school buildings for in-person instruction and prepare schools to offer different kinds of learning in order to deliver a seamless learning continuum for all Idaho students.

For that to happen, local leadership will be paramount.

Leadership and courage across Idaho's K-12 system – elected trustees, administrators, building leaders, and all staff – is the critical ingredient in navigating the operational and health challenges schools will face in the coming months.

Before COVID-19, many Idaho students faced a significant achievement gap and ongoing risks to their mental and social well-being. The pandemic has exacerbated this gap and poses a potential ongoing disruption to our state's momentum on many different fronts – from early literacy and college and career readiness, to addressing our students' overall well-being.

My goal has always been to make Idaho the place where our children and grandchildren choose to stay, and for the ones who have left to choose to return. Reopening schools for in-person learning in the fall is the foundation of our students' success and helps us achieve that goal.

Sincerely,



**Brad Little**  
**Governor of Idaho**

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## INTRODUCTION

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The Governor's Office, State Board of Education, and State Department of Education, with guidance from the Idaho Department of Health and Welfare and Idaho's seven local public health districts contributed to the Idaho Back to School Framework. A committee of K-12 education stakeholders convened by the Governor and the State Board of Education developed the framework.

The Idaho Back to School Framework identifies expectations, guidelines, and best practices to support local governance and the successful completion of the 2020-2021 school year, delivering on our state's constitutional obligation for a free, uniform, and thorough public education system during these extraordinary times.

School districts and charter schools will use this framework to help guide their response based on their local community's situation.

It is expected students will return to school buildings in the fall.

This document presents several strategies and considerations to establish expectations and provide guidance to school districts and charter schools (e.g. local educational agencies) in preparing for and conducting a successful 2020-2021 school year. As the situation is continually evolving, this guidance will likely change, be amended, or augmented as conditions change. Many local education agencies have been coordinating with local public health authorities to develop operational plans that keep students and staff safe and prepare for a successful school year. It is recommended that local education agencies adhere to the most recent recommendations from the Centers for Disease Control and Prevention and follow state and local health requirements.

Local contingency plans are only effective through a collaborative effort by all community stakeholders. Schools and communities working together with students and families can meet the state's responsibility to provide instruction that moves students through the education continuum while keeping students and families safe under the "new normal" of conducting school operations. The guidelines and best practices are not designed to be overly prescriptive, but seek to provide local education agencies with a framework for decision making as they develop a district contingency plan, using local community health trends and statewide data.

Procedures outlined within this document are based on recommendations from federal and state resources, education stakeholders, and best practices. Some local education agencies will not be able to address or implement all the strategies outlined in the framework, and circumstances may dictate that some districts alter strategies as the health situation in their area changes. Each local education agency should use this document as a guide, consulting with school district or charter school legal counsel and relevant stakeholders to determine which procedures fit their circumstances.

ROLES AND RESPONSIBILITIES

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**Roles and Responsibilities:**

**Authority Includes:**

<b>LOCAL BOARDS OF TRUSTEES/BOARD OF DIRECTORS</b>	<p>Provide uniform and thorough instruction to all students which progresses them through the education continuum.</p> <p>Ensure the health and safety of their staff and students.</p> <p>Develop plans and procedures for responding to the pandemic while providing student instruction.</p>	Idaho Code, 33-512
<b>LOCAL HEALTH DISTRICT</b>	<p>Identify category of transmission level within a community using scientifically-driven metrics.</p> <p>Advise local education agencies on operation and health safety plans and procedures.</p>	<p>Idaho Code, 39-414</p> <p>Idaho Code, 39-415</p> <p>Idaho Code, 33-512(7)</p>
<b>STATE SUPERINTENDENT OF PUBLIC INSTRUCTION</b>	<p>Distribute funding to school districts and charter schools.</p> <p>Provide resources to school districts and charter schools, and implement the education laws and policies of the State Board of Education.</p>	Idaho Code, 33-125
<b>STATE BOARD OF EDUCATION</b>	<p>Provide governance and oversight of Idaho public education K-20.</p> <p>Set minimum standards and expectations for student instruction and student outcomes.</p> <p>Set guidelines for public schools to respond to the pandemic.</p>	<p>Idaho Constitution, Article IX, Section 2</p> <p>Idaho Code, 33-116</p>
<b>DEPARTMENT OF HEALTH AND WELFARE</b>	<p>Set statewide health and safety standards to promote and protect the health and safety of Idahoans.</p> <p>Protect the public from the spread of infectious and communicable diseases.</p>	<p>Idaho Code, 56-1003(7)</p> <p>Idaho Code, 33-512(7)</p>
<b>GOVERNOR</b>	<p>Exercise executive authority to uphold the state constitution and meet the state's obligations to students.</p> <p>Protect the health and safety of Idahoans.</p> <p>Facilitate an environment for a strong economic recovery.</p>	<p>Idaho Constitution, Article IV, Section 5</p> <p>Idaho Code, 46-601(2)</p> <p>Idaho Code, 46-1008</p>

## ROLES AND RESPONSIBILITIES

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### Responsibility and Expectations

Every school district and charter school is responsible for providing a safe and healthy learning environment for all students and a safe work environment for all staff. Parents and guardians can expect their local public schools to provide a quality education that meets the state's minimum standards and prepares the students for their next level of education or to move into the workforce. To that end, local education agencies are responsible for providing instruction and other related educational services to all students during these difficult times, and they will need to use a variety of strategies to ensure all students have access to consistent learning opportunities, including students receiving special education services.

In order to meet this responsibility, schools must be prepared to implement a variety of learning modalities to serve all students. While not all students may be taught, using the same learning modalities, all students must be educated in a way that results in the similar learning outcomes. It is the responsibility of the local education agency to tailor the educational opportunities during this time in a way that meets the individual student's needs while keeping students and staff safe, based on local levels of disease transmission and state and local restrictions that may be in place at any given time.

### Planning and Preparation

With advice from the local public health district, each local education agency should develop a plan that outlines how it will respond to the three identified categories of disease transmission within their community, enabling them to continue to provide instruction and educational services to their students. Local education agencies will need to be nimble and be prepared to move between categories throughout the school year as local circumstances dictate.

### Blended Learning

Until a vaccine and/or therapeutics are available for COVID-19, schools must be prepared to provide varied learning opportunities to their students using a variety of modalities. The decision regarding their use will depend on the level of transmission in the local community, the physical and staffing resources available to the school, and parental choice for enrollment. This may require a school to transition between traditional, hybrid, on-line and distance learning for all or a portion of their students at any time. Blended learning is an approach to education in which students learn via electronic and online media as well as traditional face-to-face teaching. When used, a local education agency can meet their responsibility for improving outcomes for students through powerful and smart use of learning technologies.

## WHAT THIS FRAMEWORK IS AND IS NOT

### What this framework is:

A document that outlines statewide expectations for the fall start of school, particularly in delivering learning and services to students.

A document that clarifies the governance structure of K-12 education.

A document that provides guidance and best practices on the many different school operational issues, informed by school leaders and staff.

### What this framework is not:

A document that provides legal advice.

An exhaustive blueprint on every action for operations and delivering blended learning.

The creation of any right or benefit, substantive or procedural, enforceable at law or in equity by any party against any person or entity, including but not limited to the State of Idaho, its departments, agencies, entities, officers, employees, agents, any school district, or any public school.

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# IDENTIFY LEVEL OF TRANSMISSION/RISK

Level of Community Spread	Learning Model	Response
<b>Category 1</b> No Community Transmission	Traditional	School buildings open
	Traditional	School buildings open
	Hybrid/Blended	Limited/Staggered Use of School Buildings <ul style="list-style-type: none"> <li>• Targeted Closure</li> <li>• Short-term Closure (1 to 4 weeks)</li> <li>• Mid-term Closure (4 to 6 weeks)</li> </ul>
<b>Category 2</b> Minimal to Moderate Community Transmission	Full Distance/Remote Learning	Minimal Use of School Building - Limited in-person instruction for special education and special needs populations
	Full Distance/Remote Learning	School Buildings Closed for Extended Period of Time (longer than 6 weeks)
<b>Category 3</b> Substantial Community Transmission	Full Distance/Remote Learning	School Buildings Closed for Extended Period of Time (longer than 6 weeks)

## FRAMEWORK FOR DECISION MAKING

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	<b>Category 1: No Community Transmission</b>	<b>Category 2: Minimal to Moderate Community Transmission</b>	<b>Category 3: Substantial Community Transmission</b>
<b>Definitions</b>	Evidence of isolated cases, case investigations underway, no evidence of exposure in large communal setting, e.g., healthcare facility, school, mass gathering.	Widespread and/or sustained transmission with high likelihood or confirmed exposure within communal settings, with potential for rapid increase in suspected cases.	Large-scale community transmission, healthcare staffing significantly impacted, multiple cases within communal settings like healthcare facilities, schools, mass gatherings, etc.
<b>Level of Operations</b>	School buildings open with physical distancing and sanitation	School buildings open but option of limited/staggered use of school buildings with physical distancing and sanitation	Targeted, short-term, or extended building closure

Category (level) of transmission within a community where a school is located in will be identified by the local public health district using metrics and criteria established in the Idaho Rebounds plan for opening. These definitions are based on the definitions provided by the local public health districts and the State Department of Health and Welfare, these definitions with supporting guidance may be found at <https://coronavirus.idaho.gov/wp-content/uploads/2020/06/COVID-19-Guidance-Schoolsv2-06-19-20.pdf>

## Confirmed Case in School Building

A confirmed case or contact within a school may require different procedures based on the individual case dynamics in consultation with local public health officials. Schools should be ready to respond to cases within the school community regardless of the level of community spread. If an infected person has been in a school building, any school in any community may need to implement short-term closure procedures regardless of the level of community spread. The response to an infected individual in a school building will be dealt with on a case-by-case base and schools will need to consult with their local public health district to identify the best course of action. Local education agencies are encouraged to work with their local public health district in advance to develop a response protocol for confirmed cases in a school building. This response protocol would be outside of the response protocol a local education agency develops in response to the level of community transmission (e.g. Category 1, Category 2, and Category 3).

- Begin identifying anyone who may have been in close contact with a confirmed or suspected COVID-19 case. Close contact is less than 6 feet for more than 15 minutes.
- Follow local public health guidance for course of action. Recommendations will be given on a case-by-case basis, and could include:
  - Excluding positive, suspected, and close contacts from school as they follow isolation or self-quarantine instructions until they can safely return.
  - A short-term dismissal of students and most staff for 1-2 days.
  - Extended school dismissal.
- Communicate with staff, parents, and students regarding dismissal decisions and possible COVID-19 exposure.
- Clean and disinfect thoroughly.
- Reinstate strategies to continue education and related supports to students as needed.

See <https://coronavirus.idaho.gov/wp-content/uploads/2020/06/COVID-19-Guidance-Schoolsv2-06-19-20.pdf>

## FRAMEWORK FOR DECISION-MAKING

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A local education agency may move up or down through the categories of transmission. As a local education agency moves up through the categories of transmission, the guidance from the proceeding category is built upon and includes the lower category. The areas identified in the table below are not mandated responses; rather they are a compilation of suggested areas of consideration and best practices.

### Preventative Measures

**Category 1**  
No Community  
Transmission

**Information/Education**

- Coordinate with local health officials to develop prevention and mitigations plans (see local health district COVID-19 Guidance for Schools (<https://coronavirus.idaho.gov/wp-content/uploads/2020/06/COVID-19-Guidance-Schoolsv2-06-19-20.pdf>)).
- Implement standard operating procedures while taking preventive measures (see local health district and CDC guidance).
- Implement a reasonable and feasible infection control plan for a safe workplace (see resources).
  - o Utilize stakeholders in development of plans.
  - o Plans should include exposure response strategies for both staff and students. Exposure response includes sending students/staff home from school.
- Encourage parents to screen students every morning before attending school. Teach and reinforce good hygiene measures such as hand washing, covering coughs, and face coverings
- Educate and support families on identifying the symptoms that indicate the need to stay home. (CDC COVID-19 Self-Checker).

**Facilities**

- Use clearly visible signage on entrances/buses to communicate symptoms, preventative measures, good hygiene, and school/district specific protocols including staying home when sick.
- Provide hand soap or hand sanitizer with at least 60% alcohol, paper towels, and no-touch trashcans in all bathrooms, classrooms, and frequently trafficked areas.
- Clean/disinfect frequently touched surfaces at least daily and shared objects after each use
- Take steps to ensure all water systems and features are safe.
- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, as long as this does not pose a safety or health risk to students or staff.
- Conduct deep cleaning of schools prior to students/staff returning; schedule periodic cleanings during weekends or school holidays/breaks (to the extent practicable).

**PREVENTATIVE MEASURES CONTINUES ON NEXT PAGE**

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Preventative Measures (continued)

**Category 2**

Minimal to Moderate  
Community  
Transmission

**Staff and Students**

- Conduct daily health screenings of employees and students for COVID-19 symptoms upon entry to the facility, including a check for low-grade fever with no-touch thermometer and/or daily [symptom checking](#). (See resources on conducting screenings.) Screen students upon arriving at school in classroom/first class with screening questions/checklist. If screening indicates potential risk send the student to the health staging area for additional screening.
- Encourage parents to screen students every morning before attending school. (Screenings may include taking temperature and assessing for symptoms.)
- Establish a protocol for screening students who are not able to articulate symptoms.
- Establish a protocol for screening students/staff who feel ill/experience symptoms when they are at school.
- Isolate and send home students and staff that show symptoms (see CDC guidelines).
- Encourage staff and families to self-report to the school if they or their student have symptoms of COVID-19, a positive test, or were exposed to someone with COVID-19 within the last 14 days. Maintain privacy and confidentiality.

- Advise sick staff or students not to return until they have met CDC criteria to discontinue home isolation.
- Establish a protocol for screening visitors and volunteers.
- Develop a flowchart regarding when to isolate and send home. Send ill students home as soon as possible to avoid spread of infection.
- Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean or disinfect if possible. If it is not possible to wait 24 hours, wait as long as possible. Ensure safe and correct application of disinfectants.
- Maintain privacy and confidentiality.

**Facilities**

- Establish a health office with a separate isolation area for effective infection control management for students and staff exhibiting signs and symptoms of infection.

**Category 3**

Substantial  
Community  
Transmission

Continue coordination with local health officials.

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## Testing

<b>Category 1</b> No Community Transmission	<ul style="list-style-type: none"><li>• Develop testing protocol and procedures for staff and students in coordination with the state testing taskforce.</li></ul>	<ul style="list-style-type: none"><li>• Develop contact tracing protocol when staff or student in building is confirmed positive.</li></ul>
<b>Category 2</b> Minimal to Moderate Community Transmission	<ul style="list-style-type: none"><li>• Develop testing protocol and procedures for staff and students in coordination with the state testing taskforce.</li></ul>	<ul style="list-style-type: none"><li>• Develop contact tracing protocol when staff or student in building is confirmed positive.</li></ul>
<b>Category 3</b> Substantial Community Transmission	<ul style="list-style-type: none"><li>• Develop testing protocol and procedures for staff and students in coordination with the state testing taskforce.</li></ul>	<ul style="list-style-type: none"><li>• Develop contact tracing protocol when staff or student in building is confirmed positive.</li></ul>



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Personal Protective Equipment (PPE) - (See Definition of PPE)

**Category 1**

No Community  
Transmission

**Staff and Students**

- Develop a plan for staff, student and parent training and use of personal protective equipment with guidance from the local health district.
- Identify sources and availability of personal protective equipment.
- Educate and give direction on cleaning cloth face coverings.
- When teaching students school routines at the beginning of the school year, include routines for wearing cloth face coverings, washing hands, using hand sanitizer and physical distancing.

**Facilities**

- Establish and maintain hand hygiene stations in key locations in school buildings.

**Equipment**

- Use of sneeze guards at appropriate locations.
- Use non-latex gloves for direct student contact activities such as face cleaning, feeding, etc.

**Facemasks/Shields/Coverings**

- Encourage students, staff, and visitors to bring and wear cloth face coverings from home.
- Mask/face shields recommended but not required for staff/students.
- Provide masks/face shields and other appropriate PPE to staff.
- Consider additional protection for medically vulnerable staff and students as well as students with special needs.

**Category 2**

Minimal to Moderate  
Community  
Transmission

**Staff and Students**

- Educate and give direction on cleaning cloth face coverings. Educate students, staff and visitors on the proper and safe way to use face coverings and other personal protective equipment (PPE).

**Equipment**

- Provide masks or cloth face coverings and other appropriate PPE to staff as available based on the LEAs resources.

**Facemasks/Coverings**

- Recommend students, staff, and visitors to wear cloth face coverings when practical, and provide for those who do not have one but wish to wear one.
- When physical distancing cannot take place, further reinforce the use of face coverings.

**Category 3**

Substantial  
Community  
Transmission

**Staff and Students**

- If staff are allowed in the buildings all staff must follow all CDC recommended PPE guidelines.

- If districts allow individual staff and/or student tutoring / conference sessions, all staff and students should be screened.

## FRAMEWORK FOR DECISION-MAKING

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### Family Considerations

#### Category 1

No Community  
Transmission

- Identify and provide considerations for parents with literacy needs so when the district goes into category 2 and category 3, those barriers are being addressed so parents are able to support their children at home.
- Survey families' interest in continuing online learning to reduce the number of students requiring face-to face, traditional instruction.
- Provide resources to parents on how to help their students be successful in a blended or online learning environment and provide individualized resources for parents with students with disabilities.

#### Category 2

Minimal to Moderate  
Community  
Transmission

- Survey families to gauge which students may want to conduct their schooling virtually for the 2020-2021 school year; schools can offer their own online courses.
- Implement physical distancing and remote/blended learning as determined by the local school Board/ Board of Directors:
  - o Use the master schedule to balance class numbers as much as possible – remove unused desks and furniture in classrooms; maximize social distancing (to the extent practicable).
  - o Limit physical interaction through partner or group work.
  - o Establish distance between the teacher's desk/board and students' desks.
  - o Identify and utilize large spaces (e.g. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing.
  - o Consider targeted distance/ remote learning.
  - o Consider A/B schedules.
  - o Consider hybrid instructional Models if absolutely necessary and after factoring in additional logistical requirements/costs including childcare requirements placed on working families and unnecessary burden on staff.
  - o Consider allowing special education students to continue in person instruction as these students often rely on daily routines and social interactions to address their individual learning needs.
  - o Variety of effective communication to provide support for parents and students especially in the remote areas such as using Spanish radio, social media platforms, group texting, etc.
  - o Distribute printed instructional packets/materials and district/ school communications along with meals; designate and communicate collection/drop off points.

FAMILY CONSIDERATIONS CONTINUES ON NEXT PAGE

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Family Considerations (continued)

**Category 3**

Substantial  
Community  
Transmission

- Make considerations for family support for packets being sent home or online instructions for economically disadvantaged and English language learner student families. Provide resources and instruction on how to use platforms and navigate software. Use of bilingual instructional paraprofessionals to work with family and students on packets or navigating the online program.
- Provide professional development opportunities for parents, students, and teachers regarding mental health illness and support.

## FRAMEWORK FOR DECISION-MAKING

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### Staffing Considerations

#### Category 1

No Community  
Transmission

- Develop plans and policies for communicating with staff, implementation plans and expectations for staff in each category level.
- Understand vulnerable staff may be defined based on [CDC](#) definitions or per physician documentation.
- Ensure administrators are familiar with employee contracts and agreements, and workplace policies and procedures.
- Survey at-risk staff members to gauge their intentions in returning to work while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
- Consider offering special accommodations. LEAs are encouraged to consult with local board attorneys or district human resources officials to identify appropriate special accommodations (such as an alternative teaching assignment) for personnel who are members of vulnerable populations.
- Develop and communicate telework policies for all staff, including identification of essential workers and medically vulnerable staff.
- Adhere to applicable Health Insurance Portability and Accountability Act (HIPAA) requirements.
- Adhere to state and federal employment law and extended leave allowances.
- Encourage open lines of communication between vulnerable staff and supervisors.
- Vulnerable staff may contact their administration to explore employee rights related to essential job functions such as:
  - o The district [ADA accommodation](#) process.
  - o District policies, procedures and protocols for requesting flexible leave options.
  - o Federal leave policies including the [Families First Coronavirus Response Act](#) and [Family Medical Leave Act](#).
- Encourage use of district Employee Assistance Program if available.

#### Category 2

Minimal to Moderate  
Community  
Transmission

- Implement telework policy for vulnerable staff.
- Establish a process for regular check-ins with the supervisor for vulnerable staff.

#### Category 3

Substantial  
Community  
Transmission

- Implement telework policy for all staff.
- Reduce onsite work to essential job functions only.
- If the telework option is not feasible, vulnerable staff should contact their administration to reassess options related to essential job functions.

## FRAMEWORK FOR DECISION-MAKING

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### Communications

#### Category 1

No Community  
Transmission

##### All

- Devise and communicate a plan for the potential closure of the school building. Include clear explanation that a closed building does not mean “no school/instruction.”
- Communicate expectations for remote learning in the event of a building closure or physical distancing requirements.
- Establish communication plans for each category of transmission, including on site infection. Answer the following questions:
  - o What increases the chance of school closures?
  - o My child attends a school where a COVID-19 case has been confirmed. What should I do?
  - o What is considered a “close contact”?
  - o When can a student or staff member discontinue home isolation?
  - o What should I include in my message to our school community of a confirmed case that has been in our school?

##### Parents and Students

- Communicate with parents and students the types of blended learning that will be available for their students.
- Communicate with parents and students where to find training and resources on how to support their student’s instruction and use devices or access blended and distance learning opportunities.
- Ensure all contact information for families is current.
- Create a centralized communication team for the dissemination of district/school wide information.
- Use multiple channels for communication.
- Make sure information is easy to find on your website.
- Elicit and address questions from students about how they will be able to remain in communication with teachers, staff, and students.

##### Community/State

- Coordinate with the local health district and Idaho Rebounds plan on the dissemination of information and use of consistent terminology. (See local health district guidance: COVID-19 Guidance for Schools)

COMMUNICATIONS CONTINUES ON NEXT PAGE

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Communications (continued)

**Category 2**

Minimal to Moderate  
Community  
Transmission

**School Personnel**

- Communicate with school personnel expectations for telework and on-site work options.

**Parents and Students**

- Communicate with parents what can be expected for continued instruction and available student services.
- Communicate with parents and students how school sites will transition between onsite instruction and distance instruction.
- Communicate with parents and students where information regarding the level of communication in the school community can be found, where student assignments and instructions may be found, and who to contact when they have questions about student assignments.
- Communicate with parents and students on how they can support their student's instruction.
- Communicate in the language of the family.

**Category 3**

Substantial  
Community  
Transmission

**All**

- Maintain open lines of communication between staff, students and parents.
- Communicate timelines for assessing and transitioning between pandemic response levels.

## FRAMEWORK FOR DECISION-MAKING

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### Professional Development

<b>Category 1</b> No Community Transmission	<ul style="list-style-type: none"><li>• Implement student, parent and staff education prior to the start of the school year before student attendance (<a href="http://www.sde.idaho.gov/re-opening/index.html">http://www.sde.idaho.gov/re-opening/index.html</a>).</li><li>• Develop/identify professional development on the use of PPE, reducing transmission, identifying symptoms, and using cleaning equipment and supplies.</li><li>• Deliver identified professional development as applicable to the staff position (classified and certificated).</li></ul>	<ul style="list-style-type: none"><li>• Identify staff needs for professional development related to:<ul style="list-style-type: none"><li>o Reducing Transmission</li><li>o Delivering Blended Learning</li><li>o Using Technology</li><li>o Connecting with Students Remotely</li><li>o Identifying Students At-Risk</li><li>o Delivering Additional Student Services Remotely (SEL/Behavioral Health, Counseling, etc.)</li><li>o Parent Support of Student Learning at Home.</li></ul></li></ul>
<b>Category 2</b> Minimal to Moderate Community Transmission	<ul style="list-style-type: none"><li>• Periodically revisit educational training needs for staff, students, and parents.</li><li>• Implement ongoing professional development plans.</li></ul>	<ul style="list-style-type: none"><li>• Continue to reassess areas of needed professional development.</li></ul>
<b>Category 3</b> Substantial Community Transmission	<ul style="list-style-type: none"><li>• Continue with implementation of professional development.</li></ul>	<ul style="list-style-type: none"><li>• Maintain open lines of communication between staff, students and parents.</li></ul>

## FRAMEWORK FOR DECISION-MAKING

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### Student Assessment

#### Category 1

No Community  
Transmission

- Implement standard operating procedures for the administration of assessments.
- Develop a plan for assessing student blended and remote learning modalities.
- Assess students' current level of understanding and identify remediation areas due to spring instructional interruption.
- All assessments should be administered at the student's current grade level.
- Emphasize formative assessment.
- Test security/administration.
- Procedures should be emphasized for reliable results.
- See Assessment guidance and consideration on Resource Site (<http://www.sde.idaho.gov/re-opening/index.html>).

#### Kindergarten Considerations

- Administer a uniform Kindergarten readiness screener of the district's choice in small groups.

#### English Language Proficiency Assessment

- Administer the WIDA ACCESS 2.0 using the typical administration protocols.

English Language Arts, Mathematics, and Science assessment guidance is available on the Resource Website (<http://www.sde.idaho.gov/re-opening/index.html>).

- Other content areas: consider providing a common screener of current student abilities at the beginning of each course relevant to the target learning objectives of their enrolled course.

**STUDENT ASSESSMENT CONTINUES ON NEXT PAGE**



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### Student Assessment (continued)

#### Category 2

Minimal to Moderate  
Community  
Transmission

- All assessments should be administered at the student's current grade level.
- Emphasize formative assessment.
- Assessments should be administered in person as appropriate.
- Test security/administration procedures should be emphasized for reliable results.
- Check remote administration guidance for each assessment for specifics.

#### Kindergarten Considerations

- Administer a uniform Kindergarten readiness screener of the district's choice in small groups.

#### English Language Proficiency Assessment

- WIDA is launching a paper-based Remote Screener as a temporary solution; Grades K-1 materials will be available July 16, 2020; Grade 2-12 materials will launch in early August 2020.

English Language Arts, Mathematics, and Science assessment guidance is available on the Resource Website (<http://www.sde.idaho.gov/re-opening/index.html>).

- Other content areas: consider providing a common screener of current student abilities at the beginning of each course relevant to the target learning objectives of their enrolled course.

#### Category 3

Substantial  
Community  
Transmission

- Check remote administration guidance for each assessment for specifics.
- Provide clear guidance to families and students on how they access the assessment, what the results mean, and any administration safeguards added.

#### Kindergarten Considerations

- Administer a uniform Kindergarten readiness screener of the district's choice in small groups.

#### English Language Proficiency Assessment

- WIDA is launching a paper-based Remote Screener as a temporary solution; Grades K-1 materials will be available July 16, 2020; Grade 2-12 materials will launch in early August 2020.

English Language Arts, Mathematics, and Science assessment guidance is available on the Resource Website (<http://www.sde.idaho.gov/re-opening/index.html>).

- Other content areas: consider providing a common screener of current student abilities at the beginning of each course relevant to the target learning objectives of their enrolled course.

## FRAMEWORK FOR DECISION-MAKING

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### Instruction

#### Category 1

No Community  
Transmission

- Schools provide in-person instruction as applicable to their programs and develop plans for transitioning learning to different modalities that provide for quality instruction for all students.
- Schools observe local and state restrictions as applicable to the level of virus transmission within their community.

#### Category 2

Minimal to Moderate  
Community  
Transmission

- Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials.
- Schools implement their instructional plans as applicable to the level of community transmission. Instruction should be delivered in a way that progresses students through the educational continuum, meets state standards, and prepares them for the next grade level or graduation.
- Connect with every student/family.
- Communicate in the language of the family.
- Ensure equitable access to resources for all students and families.
- Provide instructional support to parents for virtual learning.
- Encourage consistent and routine virtual learning practices at home.
- Allow for individualization in work completion.
- Schools observe local and state restrictions as applicable to the level of virus transmission within their community.

#### Category 3

Substantial  
Community  
Transmission

- Schools implement their instructional plans as applicable to the level of community transmission. Instruction should be delivered in a way that progresses students through the educational continuum, meets state standards, and prepares the for the next grade level or graduation.
- Schools should observe local and state restrictions as applicable to the level of virus transmission within their community.

FRAMEWORK FOR DECISION-MAKING

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## Social Emotional Learning: Strategies at the School Level

<b>Category 1</b> No Community Transmission	<ul style="list-style-type: none"><li>• Assume that all students are in need</li><li>• Define social emotional goals for the school as a whole, including behavior expectations.</li><li>• Develop a school-wide infrastructure that can support SEL, including planning cycles and assessment.</li><li>• Coordinate SEL programs to align with the school's overall goals.</li></ul>	<ul style="list-style-type: none"><li>• Prepare staff to teach SEL skills through modeling and integrated instruction.</li><li>• Ensure that each student has one caring adult who checks in with him/her regularly.</li><li>• Create and provide opportunities for students to practice SEL skills, focusing on stress-management, communication and listening skills, collaboration, and help providing and help-seeking behaviors.</li></ul>
<b>Category 2</b> Minimal to Moderate Community Transmission	Implement plans developed in Category 1.	
<b>Category 3</b> Substantial Community Transmission	<ul style="list-style-type: none"><li>• Evaluate effectiveness of SEL impacts on students and adjust to meet student needs.</li></ul>	<ul style="list-style-type: none"><li>• Authentically discuss and reinforce social emotional goals and behavior expectations during an emergency school closure.</li><li>• Parent/student check in to make sure all students are connecting.</li></ul>

## FRAMEWORK FOR DECISION-MAKING

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### Student Learning

#### Category 1

No Community  
Transmission

- For all instructional environments, provide specific information in IEPs or 504s for identification of student needs in the various scenarios. Include expectations for related services and therapies.
- Implement standard operating procedures while taking preventative measures.
  - o Recommended cleaning and sanitizing procedures.
  - o Surveying families' interest in continuing online learning to reduce the number of students requiring face-to-face traditional instruction.
- Accountability/Academic Baseline Determine Learning loss/identify gaps (See assessment guidance and content specific assessment resources on Resource website (<http://www.sde.idaho.gov/re-opening/index.html>))
- Identify essential standards/concepts/skills by grade-level.
  - o Identify interventions
  - o Identify enrichments
- Target interventions and supports
  - o Provide additional instructional supports to:
    - Students at risk of not graduating on time
    - Students with disabilities
    - Students who struggled in the prior distance/remote learning environments
    - Students who are English Learners
    - Students identified by teachers and parents as being behind academically
  - o Address learning loss with extended learning opportunities
- Before/after school programs
- Saturday school
- Prepare for potential future distance/remote learning by increasing current blended learning
  - o Develop a digital learning plan
  - o Integrate virtual learning practices
  - o Digitizing lessons
- Require a certain number of online assignments for each grading period
- If not embedded in the current curriculum, practice using online resources.

STUDENT LEARNING CONTINUES ON NEXT PAGE

FRAMEWORK FOR DECISION-MAKING

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Student Learning (continued)

**Category 2**  
Minimal to Moderate  
Community  
Transmission

- Survey families to gauge which students may want to conduct their schooling virtually for the 2020- 2021 school year.
  - o Schools can offer their own online courses/programs.
- Utilize courses through a distance learning plan.
- Schools can deliver traditional instruction under Minimal/Moderate Spread by implementing applicable social distancing and sanitation protocol.
- Consider using clear masks for early phonics instruction and speech interventions.
- Implement district or school-wide distance/remote learning plan.
- Consider a policy for online choice accountability (e.g. families allowed to choose between online, in-person, or hybrid modality each term).
- Hybrid models may be implemented and should factor in additional logistical requirements/costs as well as childcare requirements placed on working families and burden on staff.
- Consider allowing special education students to continue in-person instruction as these students often rely on daily routines and social interactions to address their individual learning needs.
- Targeted Distance/Remote Learning: Elementary Face-to-Face with Secondary Distance Learning: Prioritize 6-12 or 9-12 for continuous distance learning while other students have access to face-to face instruction spread out across unused schools and classrooms; using certification flexibility to relocate teachers as needed and allowable.
- Watch for students who are struggling with age appropriate behavior, especially in key areas such as self-control, self-awareness, social awareness, and responsible decision making.
- Communicate clearly and compassionately with families about concerns about the student.

STUDENT LEARNING CONTINUES ON NEXT PAGE

FRAMEWORK FOR DECISION-MAKING

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Student Learning (continued)

**Category 3**

Substantial  
Community  
Transmission

- Implement a robust distance learning plan that:
  - o Provides continued instruction and advances students as applicable to their student needs
  - o Provides individualized services and instructions using trauma-sensitive teaching for all students, including at-risk students
  - o See additional guidance and considerations on trauma-sensitive teaching on Resources website (<http://www.sde.idaho.gov/re-opening/index.html>)
- Distribute printed instructional packets/materials and district/school communications; designate and communicate collection/drop off points
  - o Include elements for families and for rigor
  - o Provide clear instructions and answer keys
  - o Individualize
- Help families with sample schedules and expectations.
- Watch for students who are disengaged in/from the virtual setting.
- Communicate clearly and compassionately with families about concerns about the student, particularly to determine if lack of access to resources, such as technology, may be contributing to disengagement in the virtual setting.

## FRAMEWORK FOR DECISION-MAKING

July 9, 2020 | 26

### At-Risk Populations

(Includes state definition of academically at-risk students and medically vulnerable students across all grades. See definition below. For students receiving special education services, decisions are informed by the Individuals with Disabilities Education Act (IDEA). Decisions are made on a case-by-case basis by the IEP team.)

#### Category 1

No Community  
Transmission

#### Student Considerations

- Students at risk may need explicit instructions and practice on physical distancing and sanitation using additional clear visual information.
- Students at risk may need explicit instruction and several opportunities to practice using software and learning platforms.
- Educate and or assure access of students and family to wrap around services on basic needs, social and mental health services at school.
- Identify compensatory services for students with disabilities.
- Address learning loss by providing additional intervention or extended learning opportunities before and after school programs, Saturday school, etc.
- Provide targeted interventions and support to students at risk based on academic testing in the fall.
- Provide additional instructional supports to:
  - o Students at risk of not graduating on time
  - o Students who struggled in the prior distance/remote learning environment (i.e. early grades, English Learners, etc.)
- Develop a plan to ensure a review of each child and adolescent with an IEP to determine the needs for compensatory education to adjust for lost instructional time as well as other related services in a blended learning environment.

#### School Considerations

- Implement standard operating procedures while taking preventative measures such as:
  - o Providing hand sanitizer for students and staff
  - o Conducting cleaning of classrooms and high-touch surfaces each day
  - o Limiting physical interaction through partner or group work
- Establish an academic baseline by administering formative assessments toward the start of the school year as part of the district MTSS process.
- Conduct meetings with teachers to identify where students are academically.

AT-RISK POPULATIONS CONTINUES ON NEXT PAGE

## FRAMEWORK FOR DECISION-MAKING

July 9, 2020 | 27

### At-Risk Populations (continued)

(Includes state definition of academically at-risk students and medically vulnerable students across all grades. See definition below. For students receiving special education services, decisions are informed by the Individuals with Disabilities Education Act (IDEA). Decisions are made on a case-by-case basis by the IEP team.)

#### Category 1

No Community  
Transmission

- Discuss the shared experience:
  - o When Schools Start Back: Helping Students and Yourself Cope with Crisis and Loss (webinar series)
  - o Helping Children Cope with Changes
  - o Talking to Children about COVID-19
- Identify essential concepts/skills grade levels and provide access to enrichment (fine arts, music, world language, CTAE, computer science, AP/IB, dual enrollment, physical education/play, STEM/STEAM, etc.)
- Consider using a clear mask or face covering for at-risk student educators such as intervention staff, related services staff, English Learners staff, general and special education staff since most at-risk students rely on non-verbal cues such as facial expressions including the mouth.
- Use a variety of effective communication to provide support for parents and students especially in the remote areas such as using Spanish radio, social media platforms, group texting, etc.
- Distribute printed instructional packets/ materials and district/school communications along with meals; designate and communicate collection/drop off points

#### Category 2

Minimal to Moderate  
Community  
Transmission

##### Student Considerations

- Provide masks or cloth face coverings to students whose families may not be able to provide them for their students.
- Smaller groups for student learning that benefit the at-risk population.
- Special services continue to be provided such as special education classes. EL classes, study skills, after school programming (e.g. cultural classes), either in person or online.
- Coordinate with state agencies and non-governmental organization to provide services to students with disabilities and professional development for educators serving students with disabilities.
- Additional considerations should be given to students receiving special education services who may be more negatively affected by distance-learning and may be disproportionately impacted by interruptions in regular education. It may not be feasible, depending on the needs of the individual child and adolescent, to adhere both to distancing guidelines and the criteria outlined in a specific IEP. Attempts to meet physical distancing guidelines should meet the needs of the individual child and may require creative solutions, often on a case-by-case basis.

AT-RISK POPULATIONS CONTINUES ON NEXT PAGE



## FRAMEWORK FOR DECISION-MAKING

July 9, 2020 | 28

### At-Risk Populations (continued)

(Includes state definition of academically at-risk students and medically vulnerable students across all grades. See definition below. For students receiving special education services, decisions are informed by the Individuals with Disabilities Education Act (IDEA). Decisions are made on a case-by-case basis by the IEP team.)

#### Category 3

Substantial  
Community  
Transmission

#### Student Consideration

- Assign Case Manager for each at-risk student to contact students daily for check in for need of support in terms of SEL, technical, or other basic needs. (See Resources Site for additional guidance on Social Emotional Learning)
- Connect students with wraparound services with support from case managers.
- Implement a robust distance learning plan for students with disabilities and other students considered by building team to be at-risk.
- See additional guidance and considerations on implementing social emotional learning on Resources Site (<https://www.sde.idaho.gov/re-opening/index.html>)

#### School Considerations

- Use a variety of effective communication to provide support for parents and students especially in the remote areas such as using Spanish radio, social media platforms, group texting, etc.
- Distribute printed instructional packets/ materials and district/ school communications along with meals; designate and communicate collection/drop off points

## FRAMEWORK FOR DECISION-MAKING

July 9, 2020 | 29

### Food Service

#### Category 1

No Community  
Transmission

- Implement standard operating procedures while taking preventative measures such as:
  - o Provide hand sanitizer for students and staff.
  - o Encourage students and staff to wear face masks or coverings while in large group gatherings.
  - o Conduct cleaning of cafeterias and high-touch surfaces throughout the school day.
- Evaluate school food service preparation facilities and structures for availability to continue operations.
- Determine capacity for production and service of student meals.
- Determine maximum number of people per room/gathering, and spacing.
- Determine which USDA Nutrition Program regulations and waivers need to be applied to student meal service.
- Coordinate food and nutrition service to determine health and safety factors related to student nutrition programs with your local health department.

#### Category 2

Minimal to Moderate  
Community  
Transmission

- Encourage/ Require student hand washing before and after meal service.
- Provide hand sanitizer for students and staff.
- Use disposable plates, utensils, etc. if applicable and practical.
- Mark spaced lines to enter e cafeteria and serving lines (to the extent practicable); designate entrances and exit flow paths; stagger use.
- Conduct cleaning of cafeterias and high-touch surfaces throughout the school day.
- Alternative Serving Models:
  - o Serving meals in classrooms
    - Use disposable supplies
  - o Serving meals in cafeterias with:
    - Spaced serving lines (marked on floors)
    - Spaced seating (utilize outdoor space as practicable and appropriate)
    - Consider facing all students in one direction.
    - Longer meal periods for more staggered meal delivery (utilizing state seat time waiver to extend meal periods)
- Consider prepackaged boxes or bags for each student instead of traditional serving lines.
- Consider opening up spaces (e.g. outdoors if weather permits, gym, library, etc.) to ensure physical distancing.
- Avoid sharing of foods and utensils.

FOOD SERVICE CONTINUES ON NEXT PAGE

FRAMEWORK FOR DECISION-MAKING

July 9, 2020 | 30

Food Service (continued)

**Category 3**

Substantial  
Community  
Transmission

- Practice established social distancing protocols to the greatest extent practicable.
- Provide PPE to participating staff.
- Reduce contact with congregated feeding waiver if allowed.
- Reduce contact by delivering a week's worth of meals during a designated time. Allow meal service time flexibility with a waiver.
- Distribute instructional materials and menus along with meals.
- Suggest using transportation for meals to deliver to students while school is closed.

## FRAMEWORK FOR DECISION-MAKING

July 9, 2020 | 31

### Transportation

#### Category 1

No Community  
Transmission

- Implement standard operating procedures while taking preventative measures such as:
  - o Provide hand sanitizer for students and bus drivers.
  - o Encourage bus drivers and students to wear face masks/coverings.
  - o Limit field trips to areas with no community transmission.
  - o Clean and disinfect frequently touched surfaces on the bus at least daily.
  - o Space students by family groups on buses.
  - o Air out and deep clean buses when not in use.

#### Category 2

Minimal to Moderate  
Community  
Transmission

- Provide and recommend hand sanitizer for students and bus drivers.
- Provide and require face coverings or masks for bus drivers; encourage students to wear face coverings or masks.
- Work with contractors as applicable to establish bus driver requirements.
- Screen students and bus drivers for symptoms of illness and utilize spaced seating (to the extent practicable).
- Eliminate field trips.
- Clean and disinfect frequently touched surfaces on the bus at least daily.
- Establish protocols for bus stops, loading/unloading of children from different households.
- See CDC Guidance: What Bus Operators Need to Know.

#### Category 3

Substantial  
Community  
Transmission

- Limit transportation of small groups of students from same family that need to come to school facilities to receive services.
- Sanitize buses between groups of students.
- Use buses to deliver meals and instructional material to students and families.
- Schedule delivery/pick-up in ways that reduce contact to the number of students and families.
- Deliver weekly to a limited number of families each day of the week.

### Student Athletic Events

- Follow the Idaho High School Activities Association guidelines for sporting events and practices.

## DEFINITIONS

July 9, 2020 | 32

### At-Risk Students

Idaho defines at-risk students as (Section 33-1001(3), Idaho Code):

A student in grades 6 through 12 who:

a) Meets at least three (3) of the following criteria:

- i. Has repeated at least one (1) grade;
- ii. Has absenteeism greater than ten percent (10%) during the preceding semester;
- iii. Has an overall grade point average less than 1.5 on a 4.0 scale prior to enrolling in an alternative secondary program;
- iv. Has failed one (1) or more academic subjects in the past year;
- v. Is below proficient, based on local criteria, standardized tests, or both;
- vi. Is two (2) or more credits per year behind the rate required to graduate or for grade promotion;

or

- vii. Has attended three (3) or more schools within the previous two (2) years, not including dual enrollment;

or

b) Meets any of the following criteria:

- i. Has documented substance abuse or a pattern of substance abuse;
- ii. Is pregnant or a parent;
- iii. Is an emancipated youth or unaccompanied youth;
- iv. Is a previous dropout;
- v. Has a serious personal, emotional, or medical issue or issues;
- vi. Has a court or agency referral; or
- vii. Demonstrates behavior detrimental to the student's academic progress.

As used in this document, at-risk means students who meet the definition above, regardless of grade and includes:

- Students supported with an Individualized Education plan or 504 plan
- Students with English Learner needs
- Migrant Students
- Students receiving Title I services
- Students receiving Tier 2 social and emotional services
- Students with fragile medical needs
- Students not on track to graduate on time
- Students without devices or at home connectivity
- Native American Students
- Medically vulnerable students

DEFINITIONS CONTINUE ON NEXT PAGE

## DEFINITIONS

July 9, 2020 | 33

### Course Schedules - A/B schedules

- Alternating Days: students would be divided into two groups, likely geographically. Groups would alternate face-to-face and virtual instruction during the week. One example: Group A would attend Monday and Tuesday and work virtually the remainder of the week. Group B would attend Thursday and Friday and work virtually the other days of the week. Wednesday would be a virtual day for most employees so buildings could be cleaned during the week between groups. Another example: Group A Students Monday/Wednesday and Group B Students --Tuesday/Thursday; Friday – distance learning for all students, professional learning for staff, 'off' day and extend school year (districts set school calendars); using certification flexibility to relocate teachers as needed and allowable
- Alternating Weeks: Group A Students – Week 1 and Group B Students Week 2; using certification flexibility to relocate teachers as needed and allowable
- Half Days: AM/PM Schedule – consult with School Nutrition Director regarding best approach to serving school meals
- Targeted Distance/Remote Learning
- Elementary Face-to-Face with Secondary Distance Learning: Prioritize 6-12 or 9-12 for continuous distance learning while other students have access to face-to face instruction spread out across unused schools and classrooms; using certification flexibility to relocate teachers as needed and allowable; see Serving Meals under Substantial Spread for preparing/delivering school meals for students who are remote learning.
- Student Cohort: group of students who attend the same group of courses and are scheduled in a way that they do not share courses with student in different cohorts.

### Distance Learning

Distance learning is a method of providing instruction to students outside of the physical classroom and may include online or remote instruction or providing hard copies of instructional materials with communication to students through phone or email or may be combination of all learning modalities. Distance learning may be asynchronous or synchronous.

### Hybrid Instruction

Hybrid instruction provides instruction through a combination of in-person/face-to-face instruction and remote or online learning in a way that enhances the overall education experience for the student and provides for continued education progression.

### Medically Vulnerable

Medically vulnerable students and staff are individuals who are susceptible to the severe form of COVID-19 and include individuals over the age of 60, individuals with weakened immune systems due to chronic illness or medications, (including autoimmune disease or transplants), individuals with serious long-term health conditions including diabetes, heart disease, emphysema and moderate asthma.

### Online Learning

Online learning is a method of providing student instruction and content delivered primarily through an online (internet) platform. Online learning courses or programs are intentionally designed to be delivered remotely and incorporate delivery and instructional techniques designed for an online environment.

### Personal Protective Equipment (PPE)

Personal Protective Equipment are special coverings designed to protect personnel from exposure to or contact with infectious agents. These include gloves, facemasks/face coverings, protective eyewear, face shields, and protective clothing (e.g., reusable or disposable gown, jacket, lab coat).

DEFINITIONS CONTINUE ON NEXT PAGE

## DEFINITIONS

July 9, 2020 | 34

### Remote Learning

Remote learning is a teaching modality that attempts to replicate the classroom virtually.

### Social Emotional Learning

Social emotional learning (SEL) is about the conditions for learning and the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions ([case.org](http://case.org)). A first focus for planning is on how to maximize perceptions of the school as friendly, inviting, helpful, and caring. Each initial encounter between school staff and students and their families presents an opportunity and a challenge for welcoming and providing support.

### Trauma Sensitive Teaching

Teaching strategies consider the students' potential for having Adverse Childhood Experiences (ACES), which may affect their ability to learn, socially interact, and grow. These strategies, employed across all school environments, provide students with consistent, safe environments where healing and growth can occur within the school setting. Adopting a trauma sensitive approach is not accomplished through any single technique or checklist. It requires constant attention, caring awareness, sensitivity, and possibly a cultural change at an organizational level. Ongoing internal organizational assessment and quality improvement, as well as engagement with community stakeholders, will help to embed this approach which can be augmented with organizational development and practice improvement.

### RESOURCES

Additional resources, tools, and examples to help schools develop and implement their plans may be found on the State Department of Education website at <http://www.sde.idaho.gov/re-opening/index.html>.

These resources have been identified through the collaboration of education stakeholders working to develop this guidance and include state specific information around assessments, best practices, and state and national health information. This site will be updated and expanded as additional resources are identified.

This resource also includes specific information around Trauma-Sensitive Teaching, Social Emotional Learning, and Assessments that builds on and expands the references in this document. The resource site also includes general guidance that has been developed by this group in areas of Health Screening at Entry to Facilities, Reducing Transmission, and Transporting Students.



*This guidance uses the most up-to-date information available from the CDC and emerging best practices, thus subject to change.*

Schools, working together with local public health districts, have an important role in slowing the spread of diseases to help ensure students have safe and healthy learning environments. Schools serve students, staff, and visitors from throughout the community. All of these people may have close contact in the school setting, often sharing spaces, equipment, and supplies.

Schools are encouraged to review the checklist in Appendix A to ensure that they have everything in place to prevent COVID-19 infections, to respond to cases when they occur among students and/or staff, and to be prepared for short-term and long-term school closures. Public health districts are available to review plans and provide assistance.

Guidance for schools includes the following:

- Confirmed Case in School, Regardless of Community Transmission
- Category 1: No community transmission (preparedness phase)
- Category 2: When there is minimal to moderate community transmission
- Category 3: When there is substantial community transmission
- Communication and Guidance for School Staff and Parents
- Appendix A COVID-19 Preparedness Checklist





## Confirmed Case in School, Regardless of Community Transmission

Any school in any community may need to implement short-term closure procedures regardless of community spread if an infected person has been in a school building.

### Coordinate with your local public health district.

- Contact your local public health district and we will work with you to determine a course of action
- Begin identifying anyone who may have been in [close contact](#) with a confirmed or suspected COVID-19 case. Close contact is less than 6 feet for more than 15 minutes. While face coverings are believed to reduce the risk, they are not considered as protective for the purpose of identifying close contacts.
- Collaborate with your local public health agency to determine the process for notifying close contacts and instructions for staying home and [self-monitoring for symptoms](#), and [follow CDC guidance](#) if symptoms develop.
  - Example: local public health may reach out to close contacts via phone for an official notification, and the school will disseminate a letter to the school community informing them of the situation.

### Follow local public health guidance for course of action. Recommendations will be given on a case-by-case basis, and could include the following:

- Exposure to others in the school was minimal, no close contacts were identified, and positive case should self-isolate and return once criteria to discontinue home isolation and quarantine have been met.
- Exposure to others in the school was moderate, a handful of close contacts were identified, and positive case and close contacts should stay home for isolation.
- Exposure to others was severe, multiple close contacts were identified and risk of exposure to larger school community warrants a dismissal of in-person learning.

### A short-term dismissal of students and most staff for 1-2 days may be recommended.

- Initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the local health officials to help the school determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.
- Local health officials' recommendations for the scope (e.g., a single school, multiple schools, the full district) and duration of school dismissals will be made on a case-by-case basis using the most up-to-date information about COVID-19.
- During school dismissals, also cancel extracurricular group activities, school-based afterschool programs, and large events (e.g., assemblies, field trips, and sporting events).
- Encourage and practice physical distancing.

### Extended school dismissal may be recommended.

- Depending on the level of risk and subsequent cases as a result of exposure at school, a longer school dismissal may be warranted.



- Work with local health officials on whether staying open for staff while students stay home is advised, or reinstate telecommuting or other alternative work opportunities.
- Administrators are not expected to make extended school dismissal decisions or determine when students and staff should return to schools on their own and should work in close collaboration and coordination with local health officials.
- Students and staff who are well but are taking care of or share a home with someone with a case of COVID-19 should follow instructions from local health officials to determine when to return to school.

**Communicate with staff, parents, and students regarding dismissal decisions and possible COVID-19 exposure.**

- Include messages to counter potential stigma and discrimination
- Coordinate responses with local public health
- Maintain confidentiality in accordance with the [Americans with Disabilities Act \(ADA\) and Health Insurance Portability and Accountability Act \(HIPAA\)](#)
- Outline intended response efforts

**Clean and disinfect thoroughly.**

- Close off areas used by the individual with COVID-19 and wait as long as possible, up to 24 hours, before beginning cleaning and disinfecting. Open doors and windows if possible.
- Clean all other areas, especially highly touched surfaces, such as doorknobs, lights, desks, phones, keyboards, faucets, sinks. Resource: [Cleaning and Disinfecting Your Facility](#)

**Reinstate strategies to continue education and related supports to students as needed.**



## COVID-19 Guidance for Schools

### Category 1 No Community Spread

Evidence of isolated cases or limited community transmission, case investigations underway, no evidence of exposure in large communal setting, e.g., healthcare facility, school, mass gathering.

#### Review, update, and implement emergency operations plan and reinforce healthy hygiene practices.

- Include strategies (Non-pharmaceutical interventions, or NPI) to reduce the spread of a wide variety of infectious diseases, physical distancing and school dismissals that can be used to stop the spread.
- Emphasize everyday preventive actions for students and staff
  - [CDC Staying Home When Sick Flyer](#) / [What To Do If You're Sick](#)
    - [Spanish Version](#)
  - [CDC Avoid Spreading Germs At Work Flyer](#) / [Stop the Spread of Germs](#)
    - [Spanish Version](#) / [Spanish Version](#)
  - [CDC Handwashing Posters for Children and Teens](#)
  - [CDC Cover Your Cough Flyer](#)
    - [Spanish Version](#)

#### Intensify cleaning and disinfection efforts.

- Enhance cleaning of high touch surfaces like doorknobs, toilet handles, light switches, classroom and bathroom sink handles, countertops.
- Ensure that hand sanitizer, soap/paper towels, and tissues are widely available in school facilities.

#### Monitor and plan for absenteeism.

- Day-to-day reporting (absenteeism) of students and staff, and review for patterns for large increases.
- Encourage students and staff to stay home when sick or when they have symptoms, even without documentation from doctors. Use flexibility, when possible, to allow staff to stay home to care for sick family members, especially for those with common cold and flu symptoms, which are similar to COVID-19.
- Cross-train staff and create a roster of trained back-up staff.

#### Assess group gatherings and events.

- Review any planned events (e.g. assemblies, field days, athletic events) and determine if physical distancing strategies can be put place. If not, consider cancelling, rescheduling or modifying. Give special consideration to events that might put students, staff, or their families in close proximity to others from communities that may have identified cases of COVID-19.

#### Create and test communication plans for use within the school community.

- Create strategies for communicating with staff, students, and their families, including sharing steps being taken to prepare, how information will be shared in the future.
- Designate a staff person to be responsible for responding to COVID-19 concerns, and ensure all staff and families know who this person is, and how and when to contact them.
- Put system in place for having staff and families self-report to the school if they or their student have symptoms of COVID-19, a positive test, or were exposed to someone with COVID-19 within the last 14 days.
  - Maintain privacy and confidentiality.



**Require students and staff to stay home if they are sick or have symptoms. Establish procedures for students and staff who become sick or develop symptoms at school.**

- Sick or symptomatic staff and students should be sent home or to a healthcare facility depending on how severe their symptoms are as soon as possible, and keep them separate and isolated from well students and staff until they can leave. Following [CDC guidance for caring for oneself and others](#) who are sick.
- Schools are not expected to screen students or staff to identify cases of COVID-19. If a school has cases of COVID-19, local health officials will help identify those individuals and will follow up on next steps.

Resource: Flyer - [Steps to help prevent the spread of COVID-19 if you are sick](#) / [Spanish Version](#)

**Begin implementing mitigation strategies and plan for when community spread occurs (non-pharmaceutical interventions or NPIs).**

- [Personal NPIs](#) (e.g. stay home when sick, cover coughs, wash hands, etc.)
- [Community NPIs](#) (e.g. social and physical distancing)
- [Environmental NPIs](#) (e.g. routine cleaning practices)

**Review and update leave (time off) policies and excused absence policies.**

- Implement flexible sick leave policies and practices that enable staff to stay home when they are sick, have been exposed, or caring for someone who is sick.
  - Leave policies should also account for employees who need to stay home with their children if there are school or childcare closures, or to care for sick family members.
- Develop policies for return-to-school after COVID-19 illness using CDC's [criteria to discontinue home isolation and quarantine](#)

**Provide Staff Training.**

- Train staff on all safety protocols.
- Conduct training virtually or ensure physical distancing is maintained during training.

**Ensure Consistent Non-School Events Facility Use.**

- Encourage organizations that share or use school facilities to follow your plans.
- Share your re-opening and operational plans with other organizations that utilize your school space.

**Support Coping and Resilience.**

- Encourage employees and students to take breaks from watching, reading, or listening to news stories about COVID-19, including social media if they are feeling overwhelmed or distressed.
- Promote employees and students eating healthy, exercising, getting sleep, and finding time to unwind.
- Encourage employees and students to talk with people they trust about their concerns and how they are feeling.
- Consider posting signage for the [Idaho COVID-19 hotline \(Spanish Version\)](#), the national distress hotline: 1-800-985-5990, and/or text "TalkWithUs" for English or "Hablamos" for Spanish to 66746
  - [Disaster Helpline Wallet Card](#)



## COVID-19 Guidance for Schools

### Category 2 Minimal to Moderate Community Transmission

Widespread and/or sustained transmission with high likelihood or confirmed exposure within communal settings, with potential for rapid increase in suspected cases.

If local health officials report there are multiple cases of COVID-19 in the community, schools may need to implement additional strategies in response to prevent spread in the school, but they should continue using the strategies they implemented when there was no community transmission. These additional strategies include:

#### Coordinate with local health officials.

- This should be a first step in making decisions about responses to the presence of COVID-19 in the community. Health officials can help a school determine which set of strategies might be most appropriate for their specific community's situation.

**Implement multiple physical distancing strategies.** Select strategies based on feasibility given the unique space and needs of the school:

- Pursue virtual group events, gatherings, or meetings in lieu of field trips, assemblies, special performances, spirit nights, as possible; and promote 6 feet between people if events are held, and limit group size to support appropriate physical distancing.
- **Cancel or modify classes where students are likely to be in very close contact.** In physical education or other close contact classes, consider having teachers come to classrooms to prevent classes mixing with others in the gymnasium or music room.
- **Increase the space between desks.** Rearrange student desks to maximize the space between students. Turn desks to face in the same direction (rather than facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).
- **Avoid mixing students in common areas.**
  - Allow students to eat lunch and breakfast in their classrooms or stagger lunch.
  - Stagger recess times and/or separate recess areas by class.
  - Send a few students into the library to pick out books rather than going as a class.
  - Restrict hallway use through homeroom stays or staggered release of classes.
  - Try to avoid taking multiple classes to bathrooms at once (e.g., avoid having all classes use the bathroom right after lunch or recess).
  - Ensure student and staff groups (cohorting) are static as much as possible (all day for young children, as much as possible for older children).
- **Stagger arrival and/or dismissal times.** These approaches can limit the amount of close contact between students in high-traffic situations and times.
- **Reduce congestion in the health office.** Use the health office for children with flu-like symptoms and a satellite location for first aid or medication distribution.
- **Limit nonessential visitors.** Limit the presence of volunteers for classroom activities, mystery readers, cafeteria support, and other activities.
- **Limit cross-school transfer for special programs.** If students are brought from multiple schools for special programs (e.g., music, robotics, academic clubs), consider using distance learning to deliver the instruction or temporarily offering duplicate programs in the participating schools.





## COVID-19 Guidance for Schools

- **Teach staff, students, and their families to maintain distance from each other in the school.** Educate staff, students, and their families at the same time and explain why this is important.
- **Consider alternative class size and structure.**
  - Create hybrid classrooms where students can attend virtually and in-person, reducing social contacts.
  - Hold physical education and music classes outside and encourage students to spread out.
  - Turn desks to face same direction and space at least 6 feet apart.
  - Stagger days or instructional blocks of time (morning/afternoon).
- **Teach and reinforce the wearing of cloth face coverings when practical while at school.**
  - Staff and students (and visitors and volunteers, if permitted) should be encouraged to wear cloth face coverings.
  - Personal cloth face coverings can be worn, or school can provide for those who do not have one but wish to wear one.
  - When physical distancing cannot take place, further reinforce the use of cloth face coverings.
- **Conduct daily health screenings of employees and students for COVID-19 symptoms upon entry to the facility, including a check for low-grade fever with no-touch thermometer and/or daily symptom checking.**
- **Pursue options to convene sporting events and participation in sports activities in ways that minimize the risk of COVID-19 transmission to players, families, coaches, and communities.**
  - Discourage activities that promote heaving breathing (e.g. singing, cheering, shouting) and create alternative ways to show support (e.g. clapping or waving).
  - Limit spectators to allow for appropriate physical distancing and encourage cloth face coverings in group settings; consider streaming sporting events live.

### Maintain healthy environments.

- **Intensify cleaning and sanitizing of drinking fountains.** Encourage staff and students to bring their own water to minimize use and touching of water fountains, and [take steps](#) to ensure water systems and features are safe after prolonged facility shutdown.
- **Clean and disinfect school buses or other transport vehicles.** See guidance for [bus transit operators](#), and create distance between children when possible.
- **Assess shared objects and space for personal belongings.**
  - Discourage sharing of items that are difficult to clean.
  - Keep child's belongings separated from others in individually labeled containers, cubbies, or areas.
  - Minimize sharing high touch materials where possible (e.g. individual art supplies) or limit use of supplies/equipment by one group of children at a time and clean and disinfect between use.
  - Avoid sharing personal items (toys, books, electronic devices).
- **Install physical barriers and guides.**
  - Place sneeze guards or partitions in areas where it's difficult to maintain 6 feet (e.g. reception desks, between bathroom sinks).
  - Provide physical guides, such as tape on floors or sidewalks and signs on walls to remind students to remain 6 feet apart. Particularly with line formation, consider one-way routes in hallways.



## COVID-19 Guidance for Schools

- **Modify communal areas.**
  - Close communal use shared spaces such as dining halls and playgrounds with shared playground equipment if possible; otherwise, stagger use, and [clean and disinfect](#) between uses.
- **Adapt food service.**
  - Have children bring their own meals as feasible, or serve individually plated meals in classrooms; eliminate buffet or family style meals.
  - Use disposable food service items (e.g. utensils, dishes). When not feasible or desirable, handle with gloves and wash with dish soap and hot water or dishwasher. Individuals should [wash their hands](#) after removing gloves or handling food service items.
  - If food is offered at an event, have pre-packaged boxes or bags for attendees.

**Consider ways to accommodate the needs of children and families at [higher risk](#) for serious illness from COVID-19.**

- Honor requests of parents who may have concerns about their children attending school due to underlying medical conditions of those in their home.
- Staff who cannot be at school due to their own high-risk conditions can provide distance learning instruction to those students who are also unable to attend.
- People 65 years of age and older.
- The CDC lists underlying medical conditions that may increase the risk of serious COVID-19 for people of any age:
  - **Blood disorders** (e.g. sickle cell disease or on blood thinners).
  - **Severe obesity** (i.e. body mass index [BMI] of 40 or higher)
  - **Chronic kidney disease as defined by your doctor.** Patient has been told to avoid or reduce the dose of medications because kidney disease, or is under treatment for kidney disease, including receiving dialysis.
  - **Chronic liver disease** as defined by your doctor (e.g., cirrhosis, chronic hepatitis). Patient has been told to avoid or reduce the dose of medications because liver disease or is under treatment for liver disease.
  - **Compromised immune system** (immunosuppression) (e.g., seeing a doctor for cancer and treatment such as chemotherapy or radiation, received an organ or bone marrow transplant, taking high doses of corticosteroids or other immunosuppressant medications, HIV or AIDS).
  - **Endocrine disorders** (e.g., diabetes mellitus).
  - **Metabolic disorders** (such as inherited metabolic disorders and mitochondrial disorders).
  - **Heart disease** (such as congenital heart disease, congestive heart failure and coronary artery disease).
  - **Lung disease** including asthma or chronic obstructive pulmonary disease (chronic bronchitis or emphysema) or other chronic conditions associated with impaired lung function or that require home oxygen.
  - **Neurological and neurologic and neurodevelopment conditions** [including disorders of the brain, spinal cord, peripheral nerve, and muscle such as cerebral palsy, epilepsy (seizure disorders), stroke, intellectual disability, moderate to severe developmental delay, muscular dystrophy, or spinal cord injury].



### Category 3 Substantial Community Transmission

Large-scale community transmission, healthcare staffing significantly impacted, multiple cases within communal settings like healthcare facilities, schools, mass gatherings, etc.

Additional strategies should be considered when there is substantial transmission in the local community in addition to those implemented when there is no, minimal, or moderate transmission. These strategies include:

#### Continue to coordinate with local health officials.

- If local health officials have determined there is substantial transmission of COVID-19 within the community, they will provide guidance to administrators on the best course of action for schools. These strategies are expected to extend across multiple programs, schools, or school districts within the community, as they are not necessarily tied to cases within schools.

#### Consider extended school dismissals.

- In collaboration with local health officials, implement extended school dismissals (e.g., dismissals for longer than two weeks). This longer-term, and likely broader-reaching, dismissal strategy is intended to slow transmission rates of COVID-19 in the community.
- During extended school dismissals, also cancel extracurricular group activities, school-based afterschool programs, and large events (e.g., assemblies, spirit nights, field trips, and sporting events).
- Remember to implement strategies to ensure the continuity of education (e.g., distance learning) as well as meal programs and other essential services for students.





## Communication and Guidance for Parents and Staff

### What increases the chance of school closures?

- Experiencing a positive case or cluster of cases where:
  - Physical distancing strategies are not in place
  - Students and staff do not consistently wear cloth face coverings
- Not cleaning and disinfecting appropriately
- Not washing and/or sanitizing hands frequently
- Not limiting the mixing of students
- Holding mass gatherings, especially with attendees outside of your local community
- Sick staff and/or students on campus when symptomatic
- Rapid rise in positive cases in the local community that meet or exceed hospital capacity to manage

### My child attends a school where a COVID-19 case has been confirmed. What should I do?

- **Guidance from local public health districts may be given on a case-by-case basis.** Transmission takes place with close contact (shared a classroom, was seated next to the person for at least 15 minutes), and there is a chance your student was not exposed (in another wing of the school). Some examples of guidance may include:
  - Monitor for signs and symptoms – [Symptom Self Checker](#) / [Spanish Version](#) or the [COVID-19 Screen Tool](#).
- If a student or staff is medium or high-risk reference:
  - [Who should self-quarantine after potential COVID-19 exposure](#).
  - Encourage good hygiene – stop handshaking, clean hands at the door and at regular intervals, avoid touching your face and cover coughs and sneezes.
  - Stay home if you are sick, have symptoms, or have a sick or symptomatic family member in your home.
  - If recommended by the CDC, wear a face covering, but keep in mind this may cause an increase in touching the eyes, nose, and mouth.
- The CDC does not recommend testing for people who do not have symptoms.

### What is considered a “close contact”?

- The CDC defines it as *a person that has been within 6 feet of the infected person for a prolonged period of time (about 15 minutes). Wearing a face covering while within 6 feet does not eliminate consideration as a close contact.*

### When can a student or staff member discontinue home isolation?

- Persons who have tested positive for COVID-19 or who have not been tested but had COVID-19 symptoms and were directed to care for themselves at home may discontinue home isolation under the following conditions:
  - At least 3 days (72 hours) have passed *since recovery* - defined as resolution of fever without the use of fever-reducing medications **and**
  - improvement in respiratory symptoms (e.g., cough, shortness of breath); **and**,



- At least 10 days have passed *since symptoms first appeared*.
- Some individuals may not experience COVID-19 symptoms but test positive. Their discontinuation of home isolation guidance can be found [here](#), which is typically 10 days since being tested but may be dependent on healthcare provider's advice and availability of testing.

**What should I include in my message to our school community of a confirmed case that has been in our school?\***

\*Public Health Districts will work in partnership with the school to identify, notify, and monitor close contacts of confirmed COVID-19 cases in school settings in accordance with CDC guidance.

- Possible dates of exposure.
- Remind employees that there is current community spread of COVID-19. Advise them to watch for signs and symptoms which develop within 2 – 14 days of exposure.
- Remind employees how to best protect themselves from COVID-19 and the importance of staying home if they are sick or have symptoms.
- Let your employees know what your establishment is doing as a result of exposure (e.g. closing, cleaning)
- Remind your employees of the establishment's illness policy.
- Where to find reputable sources and information for COVID-19.
  - [Centers for Disease Control and Prevention](#)
  - [Panhandle Health District](#); [Public Health – Idaho North Central District](#); [Central District Health](#); [Southwest District Health](#); [South Central Public Health](#); [Southeastern Idaho Public Health](#); [East Idaho Public Health](#)
  - [Governor's Coronavirus Website](#)



## Appendix A

### School Preparedness Checklist for COVID-19

*This guidance uses up-to-date information from the CDC and emerging best practices, thus subject to change.*

Local public health districts support schools in resuming normal operations based on their community needs and COVID-19 community spread. Schools should continue using the strategies they implemented if their level of community transmission increases (e.g. If moving to Category 2, include Category 1 & 2 strategies).

#### Category 1: No Community Transmission

- ☐ Review, update, and implement emergency operations plans
- ☐ Reinforce healthy hygiene practices
- ☐ Intensified cleaning disinfection protocols and practices are in place
- ☐ Monitor and plan for absenteeism (and plan for students/parents who do not feel comfortable returning to school)
- ☐ Review group gatherings and events, and determine if social distancing strategies can be put in place
- ☐ Communications plan for informing parents and staff of the school district and charter school response plans, protocols, and policies to manage the impact of the coronavirus
- ☐ Revised student/staff illness policies – require them to stay home when ill, procedure for when they become sick at school, and parent/guardian responsibility for immediate pick-up from school when notified
- ☐ Verify point of contact for each school district and charter school for effective communication and collaboration with local public health officials
- ☐ Begin implementing mitigation strategies and plan for when community spread occurs
- ☐ Prepare for your first confirmed COVID-19 case in school, including coordinating with local public health, communication to your school community, possible short-term closures for students and staffs (1-2 days) and cancellation of all group events and activities, and possible extended dismissals

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#### Category 2: Minimal to Moderate Community Transmission

- ☐ Coordinate with local health officials
- ☐ Identify social distancing strategies based on feasibility of space and needs of the school, including staff duties which require close contact and mitigation strategies to use
- ☐ Teach and encourage students, staff, and visitors to wear cloth face coverings when practical, and provide for those who do not have one but wish to wear one
- ☐ Communicate with local public health districts to determine if screening employees and students daily for COVID-19 symptoms upon entry to the facility, including check for low-grade fever with no-touch thermometer
- ☐ Identify and plan for vulnerable staff and students with a special emphasis on people over age 60 and those who are medically vulnerable

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#### Category 3: Substantial Community Transmission

- ☐ Continue coordination with local health officials
- ☐ Consider extended school dismissals and reinstate continuity of teaching and learning plans

*School Guidance (COVID-19) v2.0 • June 19, 2020*

Adapted from the Centers for Disease Control

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